**ANTH 330 SS Week 2 Lab Worksheet: “The Art of Tracking”**

**Instructions:** The questions on this worksheet refer to the film assigned for this week, and address one of the main topics covered in this week’s lesson: the knowledge needed to make a living as a hunter-gatherer, and how this knowledge can be thought of as a resource used to access other resources. I highly recommend that you answer the questions while watching the film (i.e., don’t rely on memory when completing the worksheet). Your answers should demonstrate that you understand the behavior or phenomenon and can identify it when you see it. This is a **writing** assignment: you must answer in complete sentences organized into a cohesive paragraph. Each question is worth 20 points.

1. How is human tracking different from the way most other animals track? According to the film, what is the most difficult part of a hunt? Illustrate your answer with an example from the film.

2. According to the film, how is knowledge of animal behavior integral to tracking? Give an example of something specific Klaus knows about gemsbok behavior that aids him in tracking the female gemsbok at midday. What does this knowledge enable him to predict about where she *won’t* be?

3. In the Mithen chapter we saw that one of the cues hunters use when tracking is vegetation. Give an example of a vegetation cue that Klaus uses when he is tracking the gemsbok. What information does this cue provide?

4. According to the film, what is the essence of how information is transmitted from generation to generation? Of the four types of learning in forager groups that Mithen discusses, which does this represent? As depicted in the film, how do !Kung children learn how to make arrow poison? Of the four types of learning that Mithen discusses, which does this represent? As depicted in the film, how do !Kung boys learn how to use a bow and arrow? Of the four types of learning that Mithen discusses, which does this represent?

5. Drawing on the demonstration of poison-making presented in the film, explain how the use of poison-arrows illustrates the use of a complex resource extraction technique, referring to the aspects of complexity discussed in Lecture 3 (slides 5-7). In your answer, discuss the different types of ecological knowledge a !Kung person needs to have in order to make arrow poison.

6. The !Kung often have to track animals *after* they are shot--why? After the hunters shoot the kudu, what cue do they look for to determine whether the poison has taken effect or not?

7. How far do the !Kung hunters track the warthog after it has been wounded? What techniques do they use to try to remove the warthog from its burrow? What do they know about lion behavior that causes them to postpone the hunt and return to camp? What knowledge do they need to re-locate the warthog burrow the next day? When the hunters return to the burrow, how do they know that the warthog is still inside?

8. At what age did Sam, the Iñupiat man, start hunting? Who taught him how to hunt seals? According to Sam, why was seal hunting important at that time? What resources did seal hunters provide for the village? According to Sam, how can you tell whether a moose track in the snow is fresh or old?